

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023
[SCHOOL NAME]

Principal: Lisa Van Thiel, Principal lvanthiel@lowell.k12.ma.us

School-Site Council Members:

Parents: Kanitha Nguyen, parent, kanitha.imm@gmail.com Stephanie Gabriel, parent, S31GABRIEL@GMAIL.COM, Davis Reed Enos, parent, ReedEnos@aol.com; and Cecilia Flores Rodriguez, parent, ceciliaalexandra@gmail.com

Teachers: Lisa Tenczar, CSA UTL, ltenczar@lowell.k12.ma.us

Other members: Susan LaCroix, Assistant EC Coordinator, slacroix@lowell.k12.ma.us, and Lynn Stead, UTL lstead@lowell.k12.ma.us,

School Mission

The Cardinal O’Connell Early Learning Center is committed to providing high quality early education to all children through rich content and active learning. We are committed to collaborating with families in order to strengthen children’s school readiness skills in school, at home and in the community to ensure all students enter kindergarten ready to learn.

School Vision

Vision for Cardinal O’Connell School: Strengthen academic, social, and emotional skills predictive of school success for all children. Create a school culture and school climate where educators, young children, and their families focus on Achievement, Belonging, and Community.

Core Values/Commitments

We believe:

All children can learn when given opportunities, experience, time, and support.

A respectful environment values diversity and inclusivity.

A safe, respectful learning environment is a reflection of our community.

We promote development of the whole child - physically, socially, emotionally, cognitively, linguistically, and artistically.

Educating young children is a shared responsibility between home, school, and the community.

School Strategic Objectives and Initiatives

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	<u>Student-Specific Supports and Instruction to All Students</u>	<u>School Climate and Culture</u>
Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.	Implement LPS preschool curriculum to engage students in rigorous and relevant curriculum to meet the academic, social, and emotional standard set forth for all children in Massachusetts.	Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative data) to provide student-specific interventions, enrichment, and supports through small group instruction.	Ensure two-way, respectful communication with families through regular meetings across the school year. All members of the school community contribute to school climate and culture through open and respectful discussions and collaborative planning and decision making when feasible.

School Data Profile

2021-22 School Year Enrollment as of 3/4/22 is 100 and enrollment is increasing daily.

Demographics: Race: African American 11.9%, Asian 23.8, Hispanic 40.5, Native American 1.2, and White 16.7

Gender Female 31 and Male 53, High need 70, Low income 62, Student with disabilities 25

Lower than normal enrollment due to holding special education spots as of 3/4/22 we have the following opening – half-day 8, Full-day 5, and CSA 4

Consider opening another full-day if we do not need special education slots would decrease enrollment by 9 peers and 6 sped

Families find it hard to access half-day program and for many families transportation is an issue.

The school struggles to maintain family leadership and participation given majority of students are at the school for one year. If a three-year-old program is piloted in the district, we would be open to housing it at the Cardinal.

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Reflection on Current Practices

During the 2021-22 school year, the Cardinal successfully began implementation of the Phonological Language Awareness Screening tool in FALL, WINTER, and SPRING. Data collection will inform identification of strengths and areas opportunity in June. Implementation of Ages and Stages in Fall of 2021 was not as successful, but we will continue to improve the roll out of this tool and engagement of families in FY 2022-23 using data collected from staff and families January of 2022.

Progress is being made in regards to implementation of Lowell Public School Preschool Curriculum. Our goal is to ensure all students have access to rigorous curriculum linked to Massachusetts Curriculum Frameworks and state Standards. Our data shows we are making progress in some areas but not all. There is a need to continue to support implementation of all aspects of curriculum and for staff to use data to inform small groups and differentiation while maintaining goals and objectives of units. Instructional Leadership meetings have been effective in engaging teachers in rich conversations. Overtime teachers should take on planning and leading these sessions. If our budget can afford it, our community may want to consider CLASS observation in all classrooms in the Fall of 2022 to provide teachers with feedback from outside consultant to inform individual student and professional goals for 2022-23 school year.

Initial student data shows we are making progress in Language and Literacy particular in letter ID. Instruction to promote phonemic awareness skill is clearly needed given gaps in our students PALS scores. Collecting PALS data highlighting the importance of progress monitoring to support the full potential of our students prior to kindergarten entrance. More standardized data collection will raise the rigor in mathematics and other areas of development in the future.

Problem of Practice for 2022-2023

If we implement evidence-based teaching practices and hold high standards for all students, children will enter kindergarten with skills predictive of reading achievement by third grade.

If we educate the whole child (social emotional, physical, cognitive, and linguistically) children will grow and learn. Our school community will use the I DO, WE DO, YOU DO process throughout our curriculum to ensure all children have many and varied opportunities to learn, practice and apply knowledge and skills to achieve learning objectives and state early learning standards by the end of preschool.

If administrators, teachers, paraprofessionals, families and children take ownership for contributing to the culture and climate of our school community, we will bring joy into our school community through actions, words, and reflection to inform continuous improvement.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 202 1	Dec 202 1	June 202 2	Statu s
CSA, Full-day, and half-day bi-weekly meetings for program planning. Leadership attends monthly. (Rotate Lisa and Susan)	Identify a lead teacher for each team during orientation. Leadership will attend one group monthly.				
Monthly meeting between CSA and inclusive classrooms: Planning sheet will intentionally identify progress monitoring data to be collected, list small group participants, list key vocabulary, and identify when and where instruction relevant to IEP goals and objectives is provided. Build relationship among teams.	Teachers and Leadership Team				

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<p>Administrative Team (Principal, Social Worker, and Clerk) follow up each week on student attendance. Maintain log-documenting follow up, notes in Aspen, and develop a letter to send at 7%. GIVE the CARDINAL NUMBER on MESSAGES.</p> <p>Follow district-wide attendance intervention measures:</p> <ul style="list-style-type: none"> • Aspen District Average Daily Attendance % • Missing more than 7-10% of school days intervention plan • Log attendance calls in Journal • Home visits • Connect with attendance office 					
<p>Improve communication:</p> <ul style="list-style-type: none"> • Friday memo and emails to staff • Monthly school newsletters to families • Engage staff in sharing agenda for staff meetings to increase engagement • Hosting office hours monthly for feedback and suggestions 					
<p><u>Intentional Practices for Improving Instruction – Engaged Learning</u></p>	<p>Person Responsible</p>	<p>Aug 202 1</p>	<p>Dec 202 1</p>	<p>June 202 2</p>	<p>Statu s</p>
<p><i>Goal: All teachers will collect student work samples to document and reflect on children’s growth and facilitate conversation among teacher.</i> Educators will use identify learning opportunities to standardize collection of CORE portfolio items in Fall 2022, December 2022, and May 23.</p> <ol style="list-style-type: none"> 1. Self portrait 2. Name writing 3. Cutting - shapes 4. Self-help skills – opening meals, dressing self (photography) 5. Circle time - personal space – respecting others sitting on the rug for circle and engaging (photography) 6. Retelling a story – Rocking New School Shoes, Dean; Three Little Pigs, Caldone; and Teeny Weeny Tadpole, Cain. 7. PAL Fall, January, May 					
<p>Roll out plan to engage families in Ages and Stages Questionnaire in Fall of 2023 and work with staff to consider adding in ASQ SE to provide a means for monitoring progress in social emotional learning.</p> <ul style="list-style-type: none"> • Provide information in cover letter about ASQ Articulate why it is useful information for teachers and how it creates it partnership with families. • In September link to families will go out via email from teacher and paper copies will be available • Provide support during open house and curriculum night 					
<p>All Educators will engage in Dialogic Reading daily in half day and twice a day in full-day program to support oral language development, vocabulary, and implementation Heggarty phonological Curriculum. Initial classroom walk to ensure all learning environment have:</p> <ul style="list-style-type: none"> • Well defined centers described in modules • Writing and art areas separated and anchor chart in place to support children drawing and writing 					

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Frequent walk-through, observations, and access to coaching support through CPPI funding.					
Student-Specific Supports and Instruction to All Students	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
<p>TATS Team will meet monthly to support Tiered instruction and document the need for referrals.</p> <p>Provide training on TATS during orientation in Fall 2022. Provide time to check in with staff in January 2023.</p> <p>Staff to add data collection tools to google drive in 2022-23 – ADD Link</p> <p>Link the need for data to districts responsibilities and tiered instruction https://docs.google.com/forms/d/15xujZhbd9koKLeo-i0MIOg2OdIJoNazOtWawaD154/viewform?edit_requested=true</p> <p>Form working group to revise TAT based on feedback and usage in February 2023.</p>	Susan LaCroix and Lisa Van Thiel				
School Climate and Culture	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Welcome families	Lisa Van Thiel				
Reframe open house in Fall prior to school starting and follow up with information at Curriculum night					
Conduct a safety audit, training calendar, and review emergency protocol as leadership team. Identify needed resources and equipment.	Susan LaCroix, Lisa Van Thiel, & Jennifer Williams				
Conduct school climate survey in March to measure school culture and achievement of goals prior to the end of the school year.	Lisa Van Thiel				
<p>Foster celebrations and community building activities that are planned and spontaneous over the course of the school year and document those that emerge in order to recognize contribution to the school community through reflection.</p> <ul style="list-style-type: none"> Joy tree Sprit days Food Monthly sign up at orientation Form team for sunshine fund <p>It is the responsibility of all school professionals to help grow a positive school climate and culture among staff, family, and children through effective communication, community membership, thoughtful and respectful problem solving while supporting learning from one another.</p>	All staff				

Measuring Impact			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
Leadership, Shared Responsibility, and Professional Collaboration	Person Responsible	Date	Status
Share data on students unable to participate in preschool due to half-day or transportation.	Caitlin, Lisa, Laurie, Jennifer, and Susan	October 1 January 2023 May 2023	
Monthly reports on attendance provided at leadership meeting	Jennifer and Caitlin	Monthly	

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Focus observations on Dialogic Reading and Introduction to center 3 times per year – October, January and February/March	Lisa	On-going	
Engage in Instructional Rounds at least twice per year	Lisa and Susan	November 2022 and February 2023	
Establish classroom walk-through check list for all required centers to guide teachers in classroom set up	Lisa and Susan	August 2022	
Intentional Practices for Improving Instruction – Engaged Learning	Person Responsible	Date	Status
Use PALS data to inform instructional grouping and tiered instructions	All teachers	October 2022 February 2023, & May 2023	
Use CORE items to set goals for students in October and January	ALL teachers	October 2022 February 2023, & May 2023	
Student-Specific Supports and Instruction to All Students	Person Responsible	Date	Status
Build oral language and vocabulary through dialogic reading and intentionally launch of centers placing materials strategically in centers using the I DO, WE DO, YOU DO frameworks (small to whole group)	All teachers and leadership	On-going	
School Climate and Culture	Person Responsible	Date	Status
Participation in planned and spontaneous events to promote collaboration, communication, and spread joy among community members.	All staff	On-going	
Continue to work on School Culture – Survey staff and offer PD. Encourage staff to work as a team, learn more about one another and communicate to one another strengths and areas of opportunity. Improve communication between staff and leadership team to strengthen school culture engagement in decision-making and difficult conversations. Conduct survey in May of 2023	Leadership and all staff	August 2022 and March 2023	